Lauren Morlock

Unit: On Death and Dying

Grade: 12

Culminating Project: Comparative essay between their own culture/another’s on death

Lesson: 7 out of 15 [Week 2]

Topic: Dr. Kevorkian

**Context**: Students have been learning about the cultural differences spanning the globe for the past week. Today, students will be bringing the focus back to the United States as they explore the more controversial topics that are related to the topic of death and dying, and how they relate to the cultural difference we have been discussing.

**Short Term Objectives:**

* Students will look at the different morality standpoints of doctor-assisted suicide
* Students will be able to have an educated debate based more on factual evidence rather than emotion

**Long Term Objectives:**

* Students will be able to integrate literature with factual evidence and apply the two in order to make a cohesive argument for the novel

**Standards:**

Speaking and Listening Standards 6-12

*Comprehension and Collaboration*

Grades 11-12 students:

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Overview**:

In this lesson, students will be learning about the controversial methods of Dr. Kevorkian and doctor-assisted suicide. Students will have already read an article and will be coming into the debate with that knowledge. Based on that article, as well as a video clip I will show in class, students will be randomly assigned to debate two different topics. Students will be using Dr. Kevorkian to debate the Terri Schiavo case, as well as to debate in Fault to choose whether or not students think that any of the characters in the book would be justified should they want to use the Dr. Kevorkian method.

**Procedure**:

*Anticipatory Set*:

* Students will watch a brief youtube video on Dr. Kevorkian. [<http://www.youtube.com/watch?v=lntAXnriBXg>]

*Guided Practice*:

* Students will be randomly divided into small groups of four. Two students will be pro-Kevorkian, and the other two will be anti. The students will debate the case of Terri Schiavo for half of the class.
* Students will then switch sides and debate whether or not any characters in Fault had justifiable cause to be a Dr. Kevorkian case, and why.

*Independent Practice:*

* Students will reflect on the debate online on our class discussion board and then state how they actually feel on the topic of the novel and whether or not any characters had justifiable cause.

**Materials:**

* Dr. Kevorkian article
* Youtube video
* Projector/Smartboard